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DOW, LOHNES & ALBERTSON, PLLC
ATTORNEYS AT LAW

ORIGINAL

J.G. HARRINGTON
DIRECT DIAL 202-776-2818
jharrington@dialaw.com

WASHINGTON, D.C.
1200 NEW HAMPSHIRE AVENUE, N.W. • SUITE 800 • WASHINGTON, D.C. 20036-6802
TELEPHONE 202-776-2000 • FACSIMILE 202-776-2222

ONE RAVINIA DRIVE • SUITE 1600
ATLANTA, GEORGIA 30346-2108
TELEPHONE 770-901-8800
FACSIMILE 770-901-8874

June 14, 2004

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JUN 14 2004

Marlene H. Dortch, Esq.
Secretary
Federal Communications Commission
445 - 12th Street, SW, Room 8B201
Washington, DC 20554

FEDERAL COMMUNICATIONS COMMISSION
OFFICE OF THE SECRETARY

Re: Schools and Libraries Universal Service Support Mechanism
CC Docket No. 02-6
Notice of Oral Ex Parte Communications

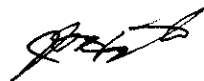
Dear Ms. Dortch:

I am writing this letter to report that on June 10, 2004, Carrington Phillip and Bridget Duff of Cox Communications, Inc. ("Cox"), Jon Bernstein, consultant to Cox, and I met with Christopher Libertelli of Chairman Powell's office, concerning issues in the above-referenced proceeding. During this meeting, we discussed the Commission's rules regarding e-rate funding for wide area networks ("WANs"). Specifically, Cox emphasized that the Commission should ensure that any rules it adopts in this proceeding will make it easier, not more difficult, for libraries and schools to purchase WAN servers from CLECs. In addition, the parties discussed the Commission's policies governing reimbursement of the e-rate fund following a Commission finding that past disbursements to schools or libraries were based on improperly prepared or submitted forms. Cox provided the materials enclosed with this letter to Mr. Libertelli.¹

In accordance with the requirements of Section 1.1206 of the Commission's rules, the original and one copy of this letter are being submitted to your office on this date and a copy of this letter is being sent to Mr. Libertelli.

Please inform me if any questions should arise in connection with this letter.

Sincerely,



J.G. Harrington

No. of Copies rec'd
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cc: Christopher D. Libertelli

¹ Cox also provided copies of its comments and reply comments in this proceeding, which are publicly available.

One to One at School and Home

Lemon Grove, Calif., uses thin-client technology and wireless cable modems to build a connected learning community.

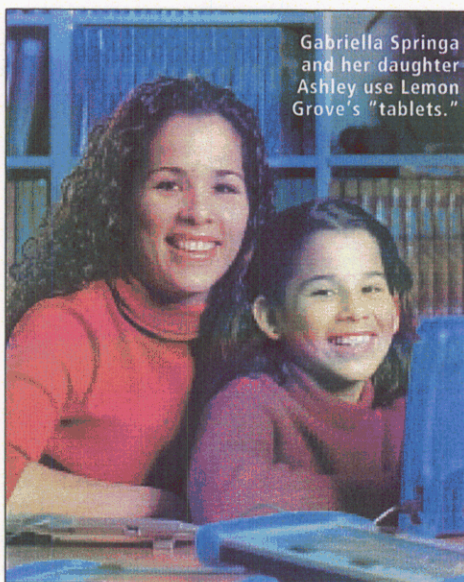
BY TERRI PAYNE BUTLER

WHEN GABRIELLA Springa picks her daughter Ashley up from school each day, she knows that she'll be letting a live wire into the car. "She gets in and right away it's, 'I learned this and that, and I know why this was invented, and did you know the Egyptians used toothpaste before we did?' and then she tells me what it's made of and she's all excited about everything she's learned that day."

That excitement doesn't end when the Springas get home. A sixth-grader at Lemon Grove Middle School in Lemon Grove, Calif., Ashley is one of 60 students in her school's One-to-One at School and Home Initiative. That means when she gets ready to do homework, out of her backpack comes not textbooks for science or math or social studies, but a wireless device approximately the size of a one-inch stack of notebook paper, which connects to the school network through a cable modem gateway installed in the house.

Referred to as a "tablet" by teachers and students, the network appliance gives Ashley—and her mother—high-speed Internet access to homework assignments, Web links, extra-credit possibilities, and intranet sites for each of her classes. With either a stylus used directly on screen or a keyboard connected via an adapter, the interactive device also allows her to complete assignments online and add them to her own Web site, where they can be read by her teacher, her mother, and other students with whom she's working.

"I'm amazed at where technology is taking our kids and proud of what she can do," says Springa. "I never thought we'd have something at home that would allow her to make her own Web page. It's interesting how she does it. I look at her Web page at least



once a week, and I look at her work every day."

"It makes for a seamless relationship between school and home because it's easy to get access to all the resources and information they have used in the classroom during the day," says Barbara Allen, director of Project LemonLINK, the wide-area network that puts Lemon Grove's schools at the hub of a connected learning community that includes the city's government facilities, from the fire department to the senior center. Getting to this point, of course, took many years of hard work and planning. One-to-One is an outgrowth of the district's 1997 technology plan—a plan that originally envisioned eight desktop computers in each classroom by the end of five years, but made a dramatic shift in hardware in 1999.

"With a four-to-one student-to-computer ratio, we were creating a management problem," says Darryl LaGace, district director of information systems. "Teachers had to rotate 30 kids through eight computers in 45 minutes. We saw that a two-to-one ratio could move us a lot further along in using technology effectively in the classroom." To achieve that goal within budget restrictions, Allen and LaGace turned their backs on the more expensive desktop computers and adopted thin-client technology. Thin clients have no hard disks or floppy drives, instead accessing applications such as Microsoft Office, reference resources such as Encarta and ProQuest's eLibrary, and streaming video clips from such providers as Unitedstreaming, from centrally located servers.

"One button, no hard drive, easier maintenance, less tech support, and a lot less money," says LaGace. "By 2002, every classroom had a two-to-one ratio, using mostly thin clients and a few 'fat' ones,

allowing students fingertip access throughout the school day."

"It was the most successful thing we did," adds Allen. "If we had gone down the other path, we would right now be in the same predicament as a lot of other districts, having to upgrade, support, and maintain all those larger computers. This also lent itself to the home connections we wanted to make—in an affordable manner, we could begin to provide access at home."

Well before the pilot One-to-One program began last fall, Lemon Grove had partnered with Cox Communications to provide school families with low-cost, high-speed Internet access as well as the hardware necessary to use it. Through the Web-based PowerSchool student data system, parents could access student grades, attendance records, school bulletins, and teachers via e-mail.

But in the six-square-mile, 4,600-student district, where more than 30 languages are spoken and nearly 70 percent of the students qualify for free or reduced lunches, even low-cost access was sometimes unaffordable. While the percentage of families with Internet access steadily rose, Lemon Grove teachers and administrators remained keenly aware of the digital divide they were working to overcome.

LaGace says at the same time, thin-client technology had advanced. "What we now call the tablet had become a richer multimedia learning

device that you could navigate with a stylus—you could pick it up and move around the room." Or move from school to home and back again. LaGace and Allen next began to pursue the vision of a one-to-one student-to-computer ratio that would allow 24-hour school/home access. The One-to-One initiative was born.

But the new direction called for new partners. Old friend Cox brought in Motorola to provide the wireless cable modems for homes. The technical specifications, compatibility of the wireless cable modem and thin-client technology, installation of cable in the homes, and implementation of the portal were all activities that involved collaboration with business partners, as well as the San Diego County Office of Education and the Classroom of the Future Foundation.

For Jess Johnson, a Lemon Grove

language-arts and social-studies teacher, the project has meant a big difference in how technology is used. "It now gets embedded into everything you do, rather than being an additional learning center," he says. Though One-to-One students have not yet taken statewide tests, Johnson says he's seen positive results already. "This group has been writing more than any group of students I've ever had and they are more confident writers. For some students, writing out hard copy is just agony, but I can't remember when I've last heard a moan or a groan. It's quicker, easier, and more enjoyable to them. They are working the way they will be in college and in the work world."

The teachers in the One-to-One program were provided a common prep period to provide time to collaborate on a regular basis, and the district provides ongoing professional development to enhance technology-based instruction that is embedded into the curriculum. "The focus this year has been on building classroom intranet sites to provide instructional information to students and parents," says Allen, "as well as links to electronic resources and teacher-developed materials. This type of on-line instructional delivery is very appropriate for the tablet program, which extends the learning into the home."

Johnson points out that the technology and the focus on self-directed learning help his students also see themselves as serious researchers. "We're studying China right now and when they move into what we call 'above and beyond,' they are choosing to explore topics that interest them, whether they do it at school or at home. They are pursuing those topics on their own, from Asian dragons to the terra cotta soldiers. I could assign topics, but if I give you a menu to choose from, you are always going to be more excited than if I say, 'Okay, you get grilled cheese.'"

That's excitement that Springa says is clear from her daughter's schoolwork. "She is always going beyond what she is assigned," says Springa. "She'll call me to ask some questions and to tell me about what she's found."



Students plug in at Lemon Grove's technology center.

Barbara Allen

Director
Project LemonLINK
Lemon Grove, CA
ballen@lgsd.k12.ca.us

Darryl LaGace

District director of information systems
Lemon Grove School District
Lemon Grove, CA
dlagace@lgsd.k12.ca.us

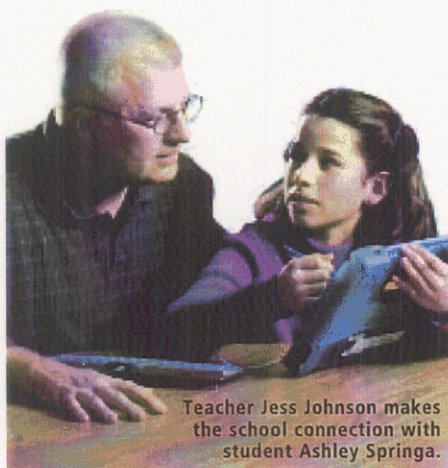
Jess Johnson

Language-arts and social-studies teacher
Lemon Grove Middle School
Lemon Grove, CA
jjohnso@lgsd.k12.ca.us

Samantha Swann

Science teacher
Lemon Grove Middle School
Lemon Grove, CA
sswann@lgsd.k12.ca.us

"It makes for a seamless relationship between school and home."



Teacher Jess Johnson makes the school connection with student Ashley Springa.

She has all the information right there and she can do so much by herself. I also love that the Internet connection has a filter. She is in the middle of the house working, and I can see if she is really working, but I don't have to worry about pornography or someone trying to chat with her."

For science teacher Samantha Swann, one of the surprises of the One-to-One project was how eager most of her students were to go beyond the satisfactory level of learning that would meet California state standards. "When we were studying minerals, they went into mineral mining around the world and looked at which countries gained a significant portion

of their income from mining. The difference with the tablet is that they've learned where to go and how to find good information. They're acquiring critical-thinking skills. When our schools were closed for a week last fall because of the San Diego County firestorms, we kept on with our earth-science studies, looking at fire ecology and finding Web sites that would tell us about fires and regrowth. Students sent me e-mails about these sites, but they also sent them to each other. It was science, and it was timely. Though we haven't had state tests yet, what I'm seeing in my pre- and post-tests is that my tablet students are a full letter-grade ahead."

The increased parental involvement facilitated by One-to-One may also be a factor in that kind of jump, and a recent report for the San Diego Foundation cites 96 percent participation in the two parent/student workshops designed to introduce the tablet, its functions, and its potential. Says Allen, "What parents need to be actively involved is information they can use to monitor their child's homework and work habits, along with the tools and resources to be able to assist and coach their child." Allen adds that ease of communication between school and home was essential to the initiative's success.

"It's a lot easier for me now," agrees Springa. "Before, I had to go to school and make appointments with teachers, and that consumed a lot of time. Now I can e-mail Ashley's teachers if I see a problem and I can look up everything on the tablet. I can even see if she's on time to her

classes and look at her lunch account. It's all just a lot easier, and it's easier for her—she's not carrying around a lot of books. She has it all right there on the tablet."

"Our students will be entering a society that is counting on using this kind of technology and it's important that they can compete," says Allen. "At a minimum, we want to see that the digital divide is broken. Right now we're beginning to talk about how these sixth-graders move into seventh grade and how we sustain the incoming sixth-graders. We're looking to expand the One-to-One at School and Home Initiative and pilot it for a three- to four-year period."

The Springa family is looking forward to that expansion. "The government should implement something like this in each and every school for our kids," says Springa. "Ashley's younger brother is only six, but he's all excited about the tablet and wants to push buttons and see how it works. I keep telling him, 'You'll have one someday.'"

Related Resources

About Project LemonLINK: Lemon Grove School District
www.lgsd.k12.ca.us/lemonlink/about.htm

Streaming video demonstration of Lemon Grove's connected learning community as well as other information on the initiative

Classroom of the Future Foundation
www.classroomofthefuture.org

Information about the foundation's efforts to provide access to learning technologies that improve teacher and student achievement in San Diego County schools

Cox Communications: Education Spotlight: Project LemonLINK

www.cox.com/education/spotlights/projectlemon.asp
 Details and information on Project LemonLINK

Microsoft Education's Centers of Innovation: Lemon Grove School District

www.microsoft.com/education/?ID=COELemon
 Background, cost information, and tips about Project LemonLINK

Microsoft: Encarta Reference Library 2004

www.microsoft.com/products/encarta
 Multimedia research and reference resource for purchase from Microsoft, available in home and school editions

Motorola

www.motorola.com/mediacenter/news/detail/0,,3411_2822_23,00.html
 Information about Motorola's involvement in the One-to-One initiative

PowerSchool

www.apple.com/education/powerschool
 Web-based student information system for purchase from Apple

ProQuest's Product Information Center: eLibrary

www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/db/pic/pic_bclibrary.html
 Curriculum edition of subscription service, including full-text publications, reference books, pictures, maps, links, and audio/video content

The San Diego Foundation

www.sdfoundation.org
 Charitable foundation that helped fund the One-to-One initiative

Unitedstreaming.com

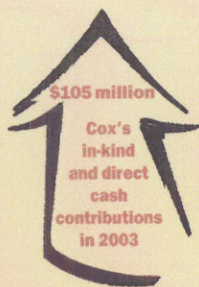
www.unitedstreaming.com
 Subscription service with educational video clips on demand

Cox Communications Community Commitment Report



COX
COMMUNICATIONS

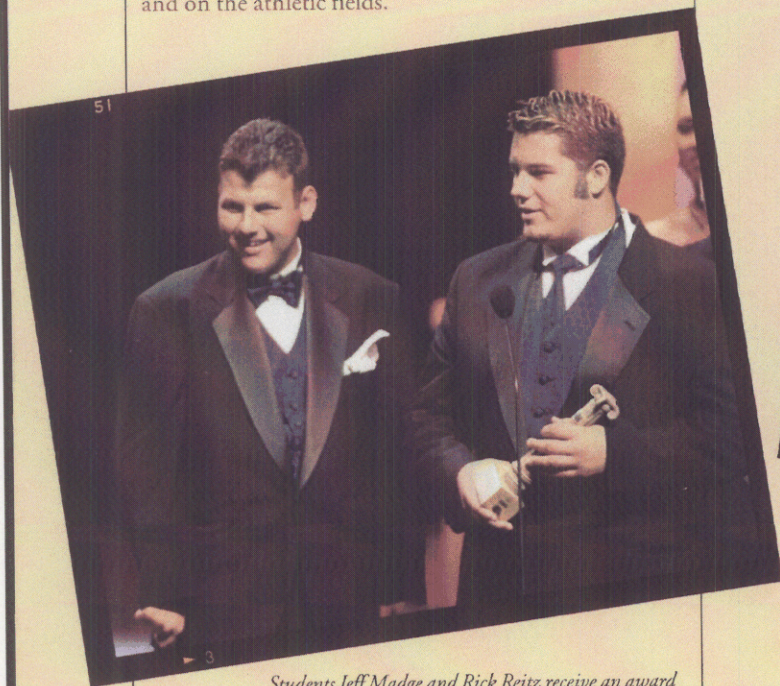
Cox Communications Community Commitment Report



Every day, in communities from coast to coast, through company contributions and employee volunteers, Cox makes a difference. In Hampton Roads, Virginia, a Boys and Girls Club member uses a Cox-furnished computer lab with high-speed Internet connection to do homework. A group of elementary students in Las Vegas hears Cox employee Paul Voutsinas talk about the importance of a good education. In New Orleans, a 10-year-old boy in a wheelchair rolls to the front of a packed auditorium to receive the Cox Everyday Heroes award for his drive to succeed despite the odds. And in Ft. Smith, Arkansas, a 13-year-old watches a Cox-sponsored anti-drug message and decides drugs aren't worth the consequences. In 2003, these and many other Cox-supported initiatives totaled more than \$105 million in cash and in-kind contributions, including more than \$85 million in advertising time to help local and national community groups and causes. Our diversity initiatives go beyond the walls of our buildings and into the communities where we operate. Nearly 15 percent of all contributions support organizations that benefit primarily people of color and women. The next several pages spotlight a few of the many community projects and initiatives that Cox employees perform daily in communities throughout the company's operations nationwide.

Recognizing Everyday Heroes

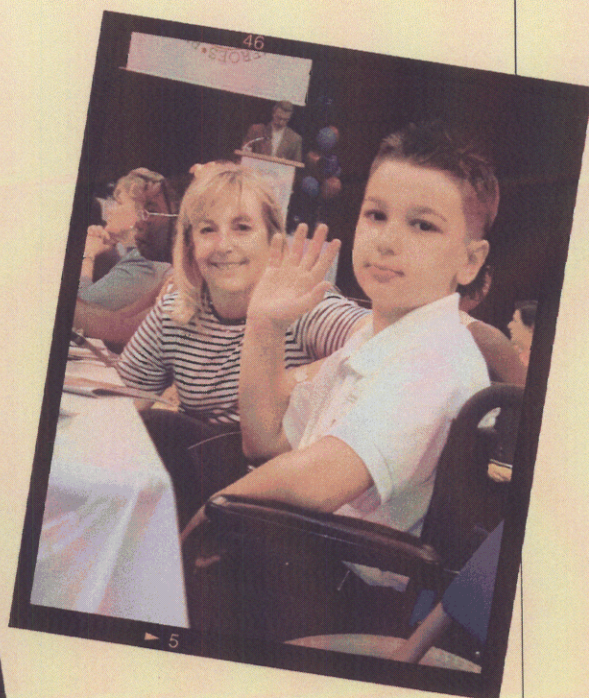
Teachers and school administrators play vital roles in the well-being of a community. To recognize these unsung heroes, Cox's Phoenix system produces Everyday Heroes, a black-tie event to honor top teachers, administrators and students. The event is broadcast live on Cox's own local channel, Cox9, and features performances from talented high school students, and the presentation of nearly \$40,000 in scholarships and prizes. Everyday Heroes honors individuals for demonstrating character, honor and outstanding achievement in the classroom and on the athletic fields.



Students Jeff Madge and Rick Reitz receive an award from Cox's Phoenix system at a Cox-produced black tie event that recognizes everyday heroes in education.

Overcoming Obstacles

In several Cox markets, through the Cox Heroes program, the company honors students who have overcome substantial obstacles. The program started 11 years ago in New Orleans and has recognized more than 2,000 students nationwide.



A student is honored at one of several Cox Heroes banquets where unsung community champions are recognized for overcoming obstacles.



Paul Voutsinas speaks to students at an elementary school in Las Vegas through Cox's Careers on Wheels program, which has reached more than 10,000 students in two years.

Volunteering in Vegas

Through Cox's Careers on Wheels program, Cox employees speak to students about careers, safety and the importance of an education. Through this project and other speaking engagements, Cox employees have reached more than 10,000 students in the Las Vegas area over the past two years. More than 500 teachers have received certified training classes from Cox employees over the past three years. In 2003, a school was named for Steve Schorr, Vice President of Public and Government Affairs for Cox Las Vegas, for his many years of support to the Clark County School District in southern Nevada.

Championing Children

In New England, Cox Charities lends a hand to help children meet their fullest potential. In 2003, Cox Charities awarded nearly \$100,000 to provide safe and enriching afterschool programs for kids. From mentoring programs, to internship opportunities, to literacy workshops, Cox Charities' grants help meet community needs. Providence, Rhode Island Mayor David Cicilline says, "Cox Communications has been such a responsible corporate supporter. Your contributions are in just the right places." Gregg Pappas, CEO, Boys and Girls Club of Pawtucket, Rhode Island says, "These programs provide places for kids to get help with their homework, receive a hot, nutritious meal, and participate in fun activities, including art and music classes, athletics and special projects to help others and to discover their own skills, too."

Backing Arts Education

In Macon, Georgia, Cox's GrandKids, an arts education video program, teaches students about music, dance and theater. Cox produced the video and other education materials for the project in partnership with a local opera house. Since the program began in 1996, GrandKids has reached more than 30,000 third- through sixth-grade students.

Supporting Junior Achievement

Junior Achievement enables caring business professionals to share their experience with students and to show them what it takes to be successful. Cox's Cleveland system is an active supporter of Junior Achievement and supplies both employee mentors and direct cash contributions to programs in area schools.

Powering Schools with Cox Technology

For nearly 10 years, Cox has provided both cash and in-kind support to create Model Technology Schools across the country. These schools are on the cutting edge of integrating technology and learning to provide students with virtual classroom experiences. Sunnymede Elementary School in Fort Smith, Arkansas is one of the Cox Model Technology Schools that uses Cox's powerful technology to engage students in e-learning and give them access to resources beyond the classroom walls.



Cox's Line to Learning events link students through online video conferencing to experts in business, arts and education.



Students in Fort Smith, Arkansas thank Cox for a new computer technology lab.

Leading Community Fundraisers

Employees in Cox's Humboldt system help make Humboldt California's largest per capita walk for the American Cancer Society's *Relay for Life*. Through the years, Cox employees have donated countless hours and have raised thousands of dollars for cancer research.

Valuing Diversity

Diversity is a critical part of our culture, values and business operations. Here, diversity starts with understanding, valuing and representing the varied needs, gifts and priorities of employees, customers, communities and suppliers. Within Cox, the diversity of people, products and partners helps create an enviable company culture and enhance the growth and vitality of all Cox stakeholders. Diversity initiatives go beyond the internal workings of the company and into the communities where employees live and work. In 2003, 15 percent of cash and in-kind contributions supported groups and causes that benefit primarily women and people of color. In Cox's Northern Virginia system, Howard University students participate in a Cox-led mentoring and media sales training program for minority students. Through Spanish-language public service announcements paid for by Cox, Hispanic families in the company's Omaha system learn how to register their children for school and how to apply for free support services.

Providing Computers for Families

Cox Santa Barbara provides both cash and in-kind support to Computers for Families, a non-profit organization that provides refurbished computers and high-speed Internet to disadvantaged families. Since 1999, nearly 4,000 families have benefited from the program.

Educating America's Youth

Support of youth and education programs is the cornerstone of Cox's community outreach. The company is a founding member of Cable in the Classroom, a national non-profit organization that provides commercial-free TV programming and online resources to students, teachers and administrators in 81,000 public and private schools. Schools in Cox systems receive free cable programming along with other in-kind services and direct cash contributions that total millions of dollars annually.

Fostering Freedom

Cox's Gulf Coast system, which covers Pensacola and Ft. Walton Beach, Florida, has won state and national awards for its youth and education work. The company received the George Washington Medal from the Freedom Foundation for Cox's Student Heroes breakfast. The Foundation recognizes people and businesses that epitomize the standards for freedom set by the founding fathers. Cox Gulf Coast also won the Florida's Best Award, given by the Florida Governor's Office to recognize outstanding business and education partnerships.

Encouraging Ethical Business Practices

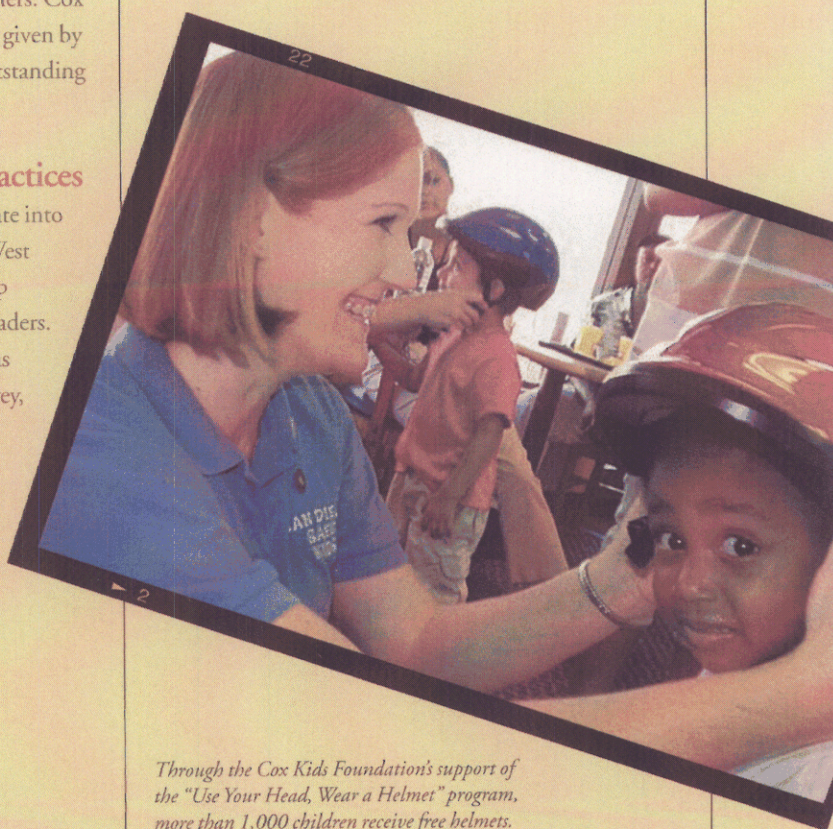
Believing that ethical business practices translate into stronger, more stable communities, the Cox West Texas system sponsored an Ethical Leadership Conference for area community and business leaders. The company helped provide speakers such as renowned author and lecturer Dr. Stephen Covey, who addressed the group with his message *Effective People are Ethical People*. Former President George Bush delivered the keynote address to the more than 1,400 attendees. Cox President and CEO Jim Robbins was also a speaker.

Playing Santa

Employees in North Carolina played Santa for area needy children by purchasing over 1,000 toys and donating more than \$10,000 to the Toys for Tots program.

Improving the Well-Being of Children

The Cox San Diego system created the Cox Kids Foundation, which makes grants to children's causes such as Make-A-Wish and the San Diego Children's Hospital Speech and Hearing Center. The Foundation also provides scholarships for college students and awards grants to middle school teachers to fund innovative education projects. Since 2000, the organization has contributed more than \$1.2 million to improve the education, health and well-being of San Diego County's children. Today, over 900 employees contribute to the Foundation from every paycheck, and the company matches their donation 100 percent.



Through the Cox Kids Foundation's support of the "Use Your Head, Wear a Helmet" program, more than 1,000 children receive free helmets.



Long before the phrase digital divide became popular, Cox employees had logged countless volunteer hours and the company had given thousands of dollars to bridge the gap between those with access to technology and those without. A major initiative in this area is Cox's support, through cash and in-kind contributions, of Boys and Girls Clubs of America. Built on existing relationships with the organization in several Cox communities, Cox in 2003 became a national technology sponsor of Boys and Girls Clubs. During the first year of the partnership, nearly half of all Boys and Girls Clubs in Cox's service areas received support — such as high-speed Internet service, computers and advertising time — worth millions of dollars. But the value is much greater than a monetary total, says Steven Kast, Executive Director of Boys and Girls Clubs of the Virginia Peninsula, which has long received support from Cox's Hampton Roads operation. "The real value is revealed when I see a 13-year-old boy from a single-parent home without a computer working on a school report in the technology center that Cox helped build. He is able to draw information by searching the Internet and incorporate it into a well-written report with up-to-date information highlighted by color graphics. The value to him is priceless."

About the Cover

Dave Bialis, General Manager of Cox's Oklahoma operation, mentors students in a Boys and Girls Club. Cox is a national technology sponsor of the Clubs, with support including high-speed Internet service, cable TV, employee volunteers and advertising time. As a result of the partnership, more than 100,000 Club members have access to high-speed Internet and cable in Cox markets.



Cox Communications, Inc. 1400 Lake Hearn Dr., NE Atlanta, GA 30319 404-843-5000 www.cox.com